

## CHAPTER I

### INTRODUCTION

This chapter describes the reasons for conducting the research. It deals with several points: introduction that concerns with research background, research problems, research objective, scope and limitations, research significance and definition of key terms.

#### 1.1 Research Background

English is the first foreign language in which English is an international language and is also an official language among many languages in other countries. According to Pransiska (2019), English is really needed to socialize and interact with wider community to make us progressive and qualified human being in this world.

There are four English language skills, they are listening, reading, speaking and writing. The skills are divided into two types, they are receptive and productive skills. The receptive skills are listening and reading skills, and productive skills are speaking and writing skills. A teacher tends to talk about the way we use language in terms of four skills-reading, writing, speaking and listening.

The purpose of teaching speaking is to improve the oral production of the students. The goal of language teaching English is to provide learners with the communicative competence, classroom activities seem to be an important

component of a language english course. Therefore, the teacher should consider some aspects in designing and administering such activities which can make the students easier to learn English language, (Samad, 2019).

Learning strategies are plans that contain training that is designed to achieve certain educational goals. On the other hand learning strategies can be interpreted in terms of learning materials and procedures that are used together for the benefit of student learning outcomes. According to Dr. Lidia Susanti (2020), how to conclude learning strategies is one way of setting overall goals.

One of the speaking strategies that can be used is the full day program strategy applied by the main of basic course at pare Kediri. Pare is small town located in Kediri regency. There are more than one hundred of English courses that can be found in this city. The environment there is good to learn English.

Therefore, this study is to analyze English learning process applied at Main of Basic (MOB) English course in order to find the main factors of success in learning English. MOB is known as specialist of speaking program from basic. The former students of MOB felt that their speaking ability has been improved after having the course. MOB has many programs which is the duration from two weeks until one month. The two-week program is called Sound. Sound has six classes. Those are Sound One to Six. Every class has special program for speaking such as pronunciation, vocabularies, discussion and debate. There are two programs for one-month program, which are Full Day program and Half Day program. Full Day program is divided into two which are Full Day 1 and 2. In

Full Day 1 program, the program learns about Sound One to six while in Full Day 2 learns about the material in the next level. For Half Day program, it is a program as Full Day 2, but the duration of the study is a half day only.

## **1.2 Research Problems**

Based on the background of the study above, the problem is formulated as follows:

1. What are the strategies of enhancing speaking skills in Full day program at MOB course Pare?
2. What are the difficulties experienced by the trainer during the strategies of enhancing speaking skills in Full day program at MOB course Pare?

## **1.3 Research Objectives**

In order to arrive at the answer to the research problems, the purposes of this study are:

1. To analyze the technique enhancing speaking skills in Full day program at MOB course Pare.
2. To analyze the difficulties experienced by the trainer during the technique of enhancing speaking skills in Full day program at MOB course Pare.

#### **1.4 Scope and Limitation**

The scope of this study is the technique of enhancing speaking skill in Full day program at MOB course Pare and to find out the difficulties experienced by the trainer.

#### **1.5 Research Significance**

The significance of the study in this research are to;

1. To help them to get familiar with the strategies of full day program to enhance speaking skill for possible application. They will know further how Full Day Program should be implemented in class by knowing aspect in implementing it. If there are solutions found to solve the problems usually faced by teacher, this strategy might be an effective way that can be used to improved students' comprehension in speaking skill. Hence, teacher can cope ways how to make student gain better understanding about the material taught and make them to be more active in speaking.
2. This study might be a reference for the next researcher in doing the same study in relevant study. This study is conducted to complete the research data that have been done before. The next researchers can use this study as a reference in collecting data about the strategies of speaking skill in Full Day Program.

## 1.6 Definitions of Key Terms

In order to avoid misunderstanding of the terms used in this study, the following definitions are stated at this point:

1. Strategies is an application of techniques to carry out some programs such as speaking program.
2. Teaching-learning speaking is a process of learning speaking between trainer and students in a class using a word, phrase, and sentence drilling, game, presentation, debate practice, discussion, and conversation practice.



